

PARENTAL INFLUENCE UPON THE OCCUPATIONAL CHOICES OF EIGHTH
AND TWELFTH GRADE STUDENTS AT CENTER POINT HIGH SCHOOL

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem.	1
Statement of the problem	1
Importance of the study.	1
Limitations of the study	2
Procedure.	2
The Community.	3
Center Point Consolidated School	5
II. REVIEW OF RELATED LITERATURE	6
III. PRESENTATION AND ANALYSIS OF DATA.	13
IV. SUMMARY AND CONCLUSIONS.	31
Summary.	31
Conclusions.	32
Recommendations.	33
BIBLIOGRAPHY	34
APPENDIX A. Structured Interview.	39
APPENDIX B. Occupational Choices of the Eighth Grade	
Boys and Girls and the Occupations of	
Their Fathers	40
APPENDIX C. Occupational Choices of the Twelfth Grade	
Boys and Girls and the Occupations of	
Their Fathers	43

LIST OF TABLES

TABLE	PAGE
I. Tentative High School Curriculum Chosen by the Eighth Grade Students of the Center Point Consolidated School, 1967	14
II. Curriculum Followed by the Twelfth Grade Students of the Center Point Consolidated School, 1967.	14
III. Choice of Post High School Training by Forty-Eight Eighth Grade Students at Center Point High School, 1967	15
IV. Choice of Post High School Training by Forty-Six Twelfth Grade Students at Center Point High School, 1967	16
V. Occupational Choices of Forty-Four Eighth and Twelfth Grade Girls of Center Point High School, 1967.	18
VI. Occupational Choices of Fifty Eighth and Twelfth Grade Boys of Center Point High School, 1967.	19
VII. Level of Eighth and Twelfth Grade Boys Occupational Choices Compared to the Occupational Level of Eighth and Twelfth Grade Boys' Fathers at Center Point High School, 1967 . .	21
VIII. Level of Eighth and Twelfth Grade Girls Occupational Choices Compared to the Occupational Level of Eighth and Twelfth Grade Girls' Fathers at Center Point High School, 1967 . .	23
IX. Average Years of Education of Both Parents of the Eighth and Twelfth Grade Students as Compared to the Tentative Number of Years of Education Chosen by Both Eighth and Twelfth Grade Students of the Center Point Consolidated School, 1967.	26
X. Average Years of Parent Educations Compared to the Tentative Educational Goals of the Eighth and Twelfth Grade Students of the Center Point Consolidated School, 1967	28

TABLE

PAGE

XI.	A Comparison of Eighth and Twelfth Grade Students' Educational Goals with the Students' Scores on the <u>Otis Quick Scoring Mental Ability Tests</u> at Center Point Consolidated School, 1967	29
XII.	Stated Occupational Influences Upon Eighth and Twelfth Grade Students at Center Point High School, 1967	30

CHAPTER I

INTRODUCTION

One of the most difficult counseling problems is that of the client who comes for help on how to enter and succeed in an occupation in which he is almost certain not to find work. The average client knows so little about occupational areas that his occupational choice might be much less specific than it appears to be. In helping the client to learn more about his occupational choice, the counselor must be aware of the many factors that influence this choice. One important aspect of vocational choice is the influence of the parental occupation upon the vocational choice of the young person.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine the occupational choices of the eighth and twelfth grade students of Center Point High School; (2) to collect information pertaining to the students' parent's occupational level; and (3) to evaluate the extent to which the parental occupational level has influenced the student's occupational choice.

Importance of the study. The choice of an occupation

is many times a very difficult and frustrating experience for the young person. There are a myriad of factors that influence his occupational choice. Most of these influences are subjective in nature and require a great deal of study. It was the hope of the investigator, as a result of this study, to better understand how much the parent's occupation influences the son's or daughter's occupational choice, and concomitantly to be able to better counsel students at Center Point High School.

Limitations of the study. The first limitation of the study was that the guidance program at Center Point High School did not include a full time counselor. Second, the study involved only one school. Third, the study included only the eighth and twelfth grades, reducing the number of students in the study to ninety-four. Students who had dropped out of school were not included.

II. PROCEDURE

During the fall semester of 1967, the investigator interviewed the students in the eighth and twelfth grades at Center Point High School. The interview was structured around the students' future vocational plans, the training after high school that the student felt he would need, the students' parent's occupation, and the person that the stu-

dent felt had exercised the greatest influence upon his choice of occupation. The interviews were conducted in the counselor's office. Forty-six twelfth grade students and forty-eight eighth grade students were interviewed.

The investigator collected data concerning each of the student's in the study. The data pertained to the student's achievement on mental ability tests, curriculum choice in high school, vocational interests and parental occupation. The mental ability test results were obtained from the student cumulative record. The precise occupation of each parent was obtained from Card-Pac file cards which listed each parent's occupation.

To prepare the data for presentation, the results of the structured interview were tabulated according to grade level as well as according to male and female categories. Each student occupational choice and parental occupation was grouped into an occupational level according to listings in the Dictionary of Occupational Titles.¹

III. THE COMMUNITY

The community of Center Point is located on state highway 150, twelve miles north of Cedar Rapids, Iowa,

¹United States Department of Labor, Bureau of Employment Security, Dictionary of Occupational Titles, Vol. II (Washington, D. C.: United States Printing Office, March, 1949).

within the northern fringe of the growth pattern of metropolitan Cedar Rapids. Center Point is in the process of changing from a rural service center to a suburban residential center. It is located in a highly productive agricultural area and is partially dependent upon agriculture for its existence. The 1960 census showed a population of 1,236 persons.

There are approximately sixty-two business establishments, which are of the type normally found in small towns in Iowa. Forty-eight of these could be classified as commercial, and fourteen could be classified as industrial. The businesses are concentrated in two areas of town, the central business district, which includes most of the retail stores and professional services and a highway service area located along state highway 150, several blocks away from the business area.

The commercial businesses include service stations, cafes, auto sales and service, food stores, professional services and other miscellaneous businesses. The industrial businesses include building materials and lumber, three warehouses, three bulk liquid storage plants, a hog market and a concrete mixing station. Because of the limited opportunities for employment in Center Point a very high percentage of Center Point residents are employed in Cedar Rapids.

IV. CENTER POINT CONSOLIDATED SCHOOL

There are twenty-four faculty members on the teaching staff of Center Point Consolidated School. The administrative staff consists of a principal and a superintendent. The guidance department is staffed by a half time counselor. A full time school nurse is on duty and a school psychologist and speech therapist are assigned by the county on a part time basis.

The school is a member of the Tri-Rivers Athletic Conference and students participate in basketball, baseball, football, and softball. The school also offers vocal and instrumental music.

There are three different types of courses offered in the curriculum: general, commercial, and college preparatory. The general curriculum emphasizes the areas of shop and home economics. Remedial courses are also included in this area. The commercial course gives preparation for clerical and secretarial occupations and includes courses in shorthand, office practices, typing and bookkeeping. The college preparatory course offers advanced mathematics, English, science and social studies.

For the year 1967-1968 the total enrollment was 573 students.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many studies have been made that are relevant to the occupational choice of a young person. The investigator has chosen some of the most salient studies as a basis for review in this report.

Super listed several studies which indicate that there is a definite parental influence upon the vocational choice of children in the family.

Children begin to acquire social attitudes and values early in life, first from their parents and then from their peers in the neighborhood and at school. Since vocational preferences are attitudes toward work and toward occupations, it follows that children who identify with their parents and their subculture early begin to develop preferences for the types of occupations which their parents value.¹

During the time the adolescent is preparing for a vocation, the role models appropriate to his vocational preferences have a greater effect upon his behavior. The extent of his observations of others' training, entering, or working in an occupation depends partly upon the contacts he has had with people in that particular occupation, and usually the child has been exposed to the parents' occupation for a number of years.

¹ Donald E. Super, M. A. (Oxon.), Ph. D., The Psychology of Careers (New York: Harper and Brothers, 1957), p. 243.

Super described the role of the family in vocational development. The family provides opportunities for boys and girls to identify with or reflect various adult role models, and provides experiences with a variety of activities which provide opportunities for acquiring information and skills relevant to occupations. The family has or lacks resources in the form of equipment, funds and contacts which make occupations accessible or inaccessible. Therefore, the family exerts subtle pressures on youth to make certain types of choices.¹

The process of occupational choice takes place over a period of years and can be a source of anxiety and frustration. One basic source of conflict and unrealistic career planning can be the parents. They may focus their ambitions in their child regardless of the child's aptitudes, interests or ambitions. Stephensen pointed out that student's occupational choices correlated highly with occupations rated high on the prestige scale by adults.²

The boy or girl from a less privileged home would not likely have a suitable role model in the family, if the occupational aspirations were above that of the parents. In this instance the child would be dependent upon exceptional

¹Ibid.

²Richard M. Stephensen, "Realism of Vocational Choice: A Critique and Example," Personnel and Guidance Journal, XXXV (April, 1957), 483.

relatives, the school, and the fantasy sources, such as fiction and the movies, for information as to what it is like to get higher education or work at a skilled technical or professional occupation. (Therefore, the family exerts more or less subtle pressures on the child to make certain types of choices.) (Each of these kinds of pressures may be expected to be found at work shaping occupational preferences, entry into training and work, success, and work satisfaction.)

The children of unskilled workers tend on the whole to enter unskilled occupations, although some do rise in the scale; the children of business and professional men tend to enter business and the professions, although some fall on the scale.¹

In Super and Overstreet's study on the vocational maturity of ninth grade boys, the boys tended on the average to choose occupations which were about one and one-half steps higher in occupational level than were the occupations of their fathers. Super and Overstreet thought this was a normal tendency because occupational mobility is encouraged in our society. They observed that this trend is to be expected of students from middle class and lower middle class homes, whereas students from homes at higher socioeconomic levels have occupational aspirations that coincide

¹Super, op. cit., p. 267.

with their parents' occupations.¹

Samson and Stefflre made a study on vocational aspirations which showed a primary over-all tendency for children to pick occupations at higher levels than their parents. The study also indicated a significant secondary tendency for the parental occupation to influence the child's choice of vocation. The relationship between parent occupation and the child's occupational choice appeared to be most direct in that the child selected the same level of occupation as his parent occupied.²

Caplow, from his studies of occupational influences, proposes that there is a relationship between the father's occupation and the child's occupational choice.

Direct inheritance of a father's occupation is nowhere uncommon, but as a matter of course, it will be most conspicuous in occupations requiring either capital investment or childhood participation. Both of these elements are typically found in farming, and almost all farmers are recruited from farmers' sons. Retail trade is another major occupation characterized by these same elements, although to a lesser degree, since retail investments are less stable and participation by children in adolescence tends to be much more limited than their participation in farm work.³

¹Donald E. Super and Phoebe L. Overstreet, The Vocational Maturity of Ninth-Grade Boys (New York: Teachers College, Columbus University, 1960), p. 86.

²Ruth Samson and Buford Stefflre, "Like Father, Like Son?," Personnel and Guidance Journal, XXXI (October, 1952), 35.

³Theodore Caplow, The Sociology of Work (New York: McGraw-Hill Book Company, 1954), p. 215.

Caplow further indicated that there is a moderate probability of occupational inheritance, with rather strong expectations on the part of the family and the community for the son or daughter to continue with the occupation, especially if the occupation has been carried on for two or more generations.¹

Hollingshead found in his study Elm Town's Youth that the pattern of vocational choices of adolescents corresponds roughly with the job patterns associated with each class in the adult work world. Hollingshead concluded that the adolescent's ideas of desirable jobs are a reflection of their experiences in their social class and family culture. The adolescents in his study were aware of the levels of prestige assigned to certain occupations and also knew the position of themselves and their families in the prestige system, and they understood the connection which exists between the father's occupation and the family's economic and social status.²

The adolescents in this study varied significantly from class to class; they tended to name the types of vocations with which they were familiar, rather than naming vocational desires which reflected the operation of myths or

¹Ibid.

²August de Hollingshead, Elm Town's Youth (New York: Wiley and Sons, Inc., 1959), p. 287.

their thinking about occupations of a higher level.¹

Studies of the Occupational Level Scale of the Strong Interest Inventory by Barnett, Handdelman, Stewart and Super investigated family background in relation to occupational choice. The Occupational Level Scale of the Strong contrasts the interests of semi-skilled laborers with interests of professional men.

Their data suggests that, whereas the father's occupation may determine the vocational field, the mother's background (expressed in terms of her parent's occupations) is more clearly a determiner of the socioeconomic interest. Sons of skilled workmen whose mothers came from superior socioeconomic backgrounds tend to have interests characteristic of higher occupational levels; perhaps they acquire also from their mothers a more positive evaluation of post-high school education and of white collar jobs than as fathers who come from skilled or semi-skilled backgrounds.²

Centers collected occupational data from about 650 men and their fathers. He classified them in professional, small business, white collar, skilled manual work, semi-skilled work and unskilled work. Son's occupations were compared to father's occupations by the number of steps the son's occupation was above or below that of the father's. The difference in the occupation of the son as compared to the father's was small. When all occupational levels were

¹Ibid.

²Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956), p. 108.

considered the son was .35 of a step away from and above the occupational stratum of the father.¹

Nelson, in his study of 3,211 students, found a relationship between the father's occupation and the son's occupational choice in college and actual selection of occupations. He compared the student's choice of occupation with their father's occupations and found that the number who would be expected to select the father's occupation on the basis of chance greatly exceeded the actual number for agriculture and labor, but in all other occupations, especially medicine, journalism, and teaching, the number choosing was more than would be expected by chance. He indicates that there is a small but positive and significant relationship.²

¹ Richard Centers, "Occupational Mobility of Urban Occupational Strata," American Sociological Review, XIII (April, 1948), 202.

² Erland Nelson, "Fathers Occupations and Student Vocational Choices," School and Society, C (October, 1939), 575.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to evaluate the extent to which the parental occupational level has influenced the student occupational choices made by the eighth and twelfth grade students of the Center Point Consolidated School. The data for this study are presented and analyzed in this chapter.

Table I indicates the tentative curriculum eighth-grade students of Center Point Consolidated School felt they would pursue during their four years of high school. Table II shows the curriculum followed by the twelfth grade students during their high school careers.

The curriculum most frequently selected by the eighth-grade girls was college preparatory. The twelfth-grade girls were almost evenly divided between the general and commercial curriculums. The curriculums most frequently selected by the boys in both grades were general and college preparatory. None of the boys in either grade chose the commercial curriculum.

Tables I and II are important to the study in that entering a certain curricular area may be viewed as making a very general choice toward an occupational goal.

Post-high-school educational plans of the eighth

TABLE I

TENTATIVE HIGH SCHOOL CURRICULUM CHOSEN BY THE
EIGHTH GRADE STUDENTS OF THE CENTER POINT
CONSOLIDATED SCHOOL, 1967

Curriculum	Number Choosing Each Curriculum		
	Girls	Boys	Total
General	10	17	27
College Preparatory	9	12	21
Commercial	0	0	0
Total	19	29	48

TABLE II

CURRICULUM FOLLOWED BY THE TWELFTH GRADE STUDENTS
OF THE CENTER POINT CONSOLIDATED SCHOOL, 1967

Curriculum	Number Choosing Each Curriculum		
	Girls	Boys	Total
General	13	14	27
Commercial	10	0	10
College Preparatory	2	7	9
Total	25	21	46

grade students are shown in Table III. A large number of the students indicated that they were not planning on any further training after graduation from high school. Some

were very specific and named the type of training they desired in business and technical school and in college.

TABLE III

CHOICE OF POST HIGH SCHOOL TRAINING BY FORTY-EIGHT
EIGHTH GRADE STUDENTS AT CENTER POINT
HIGH SCHOOL, 1967

Training	Girls	Boys	Total
No Further Training	8	13	21
Four-Year College	5	8	13
Technical or Trade School	0	6	6
Junior College	1	2	3
Business School	3	0	3
Nurses Training	1	0	1
Undecided	1	0	1
Beauty School	0	0	0

Table IV shows the post high school training plans of the twelfth grade students. At this level the largest number of students in any one category reported "no further training." However, many of the boys in this category were planning on immediate enlistment into military service after graduation and several indicated the possibility of further training after discharge from the military service. Many of the girls in this category indicated that they intended to

marry after graduation and consequently were not interested in further training.

TABLE IV
CHOICE OF POST HIGH SCHOOL TRAINING BY FORTY-SIX
TWELFTH GRADE STUDENTS AT CENTER POINT
HIGH SCHOOL, 1967

Training	Girls	Boys	Total
No Further Training	13	10	23
Four-Year College	2	8	10
Technical or Trade School	3	3	6
Beauty School	4	0	4
Business School	3	0	3
Junior College	0	0	0
Nurses Training	0	0	0
Undecided	0	0	0

In comparing the post high school training plans of both the eighth and twelfth grade students, the twelfth grade students were not as specific about their post-high-school training. Tables III and IV indicate that the twelfth grade students were more inclined to choose training of a shorter duration than four years of college or to choose not to attempt any further training.

At the eighth-grade level only one student indicated

indecision about post-high-school training.

Table V shows the occupational choices of the eighth and twelfth grade girls. A majority of the girls at both levels chose occupations in the clerical and sales category, a choice possibly influenced by cultural values. The twelfth-grade girls did not choose occupations such as modeling and airline hostess, whereas these occupations were chosen by several of the eighth-grade girls. The twelfth grade girls chose occupations that were more easily obtainable from the standpoint of training needed for the occupation and demand. It was also noteworthy that only one student, at the eighth grade level, was undecided as to occupational choice.

Table VI shows the occupational choices of the eighth and twelfth grade boys. A majority of the boys at both grade levels chose occupations in the skilled category, especially mechanics. The next most popular occupational choice was the professional category, with the agricultural category the third most popular. It was interesting to note the disparity between the number of boys at the eighth and twelfth grade levels who made farming an occupational choice. It would appear that the twelfth grade students might have been more aware of the costs involved in farming, and, as a result, only one twelfth-grade boy made farming his occupational choice. Also of note was the fact that

TABLE V

OCCUPATIONAL CHOICES OF FORTY-FOUR EIGHTH AND
TWELFTH GRADE GIRLS OF CENTER POINT
HIGH SCHOOL, 1967

Occupational Choice	Eighth Grade	Twelfth Grade	Total
Clerical and Sales			
Clerical	3	10	13
Modeling	2	0	2
Semi-Skilled	4	5	9
Professional			
Journalism	2	0	2
Nursing	1	0	1
Teaching	2	2	4
Veterinary Medicine	1	0	1
Service			
Airline Hostess	3	0	3
Cosmetology	0	4	4
Skilled			
Dental Technology	0	4	4
Undecided	1	0	1
Agriculture	0	0	0
Totals	19	25	44

Note: Choices were grouped according to the listings given in the Dictionary of Occupational Titles, Vol. II (United States Department of Labor, Bureau of Employment Security, March, 1949).

TABLE VI

OCCUPATIONAL CHOICES OF FIFTY EIGHTH AND TWELFTH
GRADE BOYS OF CENTER POINT HIGH SCHOOL, 1967

Occupational Choice	Eighth Grade	Twelfth Grade	Total
Skilled			
Carpentry	2	2	4
Mechanics	7	5	12
Professional			
Art	1	0	1
Athletics	1	0	1
Engineering	0	2	2
Law	1	1	2
Ministry	1	0	1
Music	1	0	1
Teaching	2	2	4
Veterinary Medicine	1	0	1
Agriculture			
Farming	7	1	8
Forestry	0	1	1
Semi-Skilled	0	5	5
Undecided	4	0	4
Service			
Armed Forces	0	1	1
Barbering	1	0	1
Clerical and Sales			
Business Administration	0	1	1
Totals	29	21	50

Note: Choices were grouped according to the listings given in the Dictionary of Occupational Titles, Vol. II (United States Department of Labor, Bureau of Employment Security, March, 1949).

none of the eighth-grade boys was undecided as to the amount of education he planned to obtain, whereas four boys at this grade level were undecided as to occupation.

Table VII compares the level of occupational choice of the eighth and twelfth grade boys with the occupational level of their fathers and shows the percentage of eighth and twelfth-grade boys and their fathers at each occupational level.

The largest category of occupations for the eighth grade fathers was the semi-skilled field with a total of 38 per cent. The majority of the fathers at this level were factory workers. The largest occupational category chosen by the eighth-grade boys were the skilled occupations. A large number of "carpenters" and "mechanics" were included in this category. The second largest categories were the agricultural and skilled fields, both with a total of 17 per cent. The investigator felt that the percentage for agriculture was probably low, because many people that are employed by industry also farm on a part-time basis. Part-time farming was not included in the above percentages.

The second largest occupational category chosen by the eighth-grade boys was at the professional level, with a total of 28 per cent. A total of 23 per cent specified the field of agriculture; 13 per cent indicated that they were undecided and one boy, representing 3 per cent of the

TABLE VII

LEVEL OF EIGHTH AND TWELFTH GRADE BOYS OCCUPATIONAL CHOICES
 COMPARED TO THE OCCUPATIONAL LEVEL OF EIGHTH AND TWELFTH
 GRADE BOYS' FATHERS AT CENTER POINT HIGH SCHOOL, 1967

	Eighth Grade				Twelfth Grade			
	Number of Student Occupational Choices	Per Cent	Occupational Level of Father	Per Cent	Number of Student Occupational Choices	Per Cent	Occupational Level of Father	Per Cent
Professional	8	28	2	7	5	24	0	0
Managerial	0	0	1	3	0	0	1	5
Clerical and Sales	0	0	2	7	1	4	1	5
Service	1	3	3	11	1	4	4	18
Agriculture	7	23	5	17	2	9	6	29
Skilled	9	31	5	17	7	34	4	19
Semi-skilled	0	0	11	38	5	24	5	24
Unskilled	0	0	0	0	0	0	0	0
Undecided	4	13	0	0	0	0	0	0

Note: Occupations were grouped according to the listings given in the Dictionary of Occupational Titles, Vol. II (United States Department of Labor, Bureau of Employment Security, March, 1949).

sample, indicated a service occupation.

The largest category of occupations for the twelfth-grade fathers was agriculture, with a total of 29 per cent, and the second largest category was semi-skilled occupations, with a total of 24 per cent. The largest occupational category chosen by the twelfth-grade boys was skilled occupations, totaling 33 per cent, with professional and semi-skilled occupations both with a total of 23 per cent. Most of the student occupational choices in the skilled category and all of the semi-skilled choices involved factory work. The occupational choices at the professional level included engineering, teaching and law.

None of the students in the eighth or twelfth grades chose occupations in the managerial category, which is usually entered at a later age.

Table VIII compares the level of occupational choice of the eighth and twelfth grade girls with the occupational level of their fathers.

The largest category of occupations for the eighth-grade girls' fathers was the skilled occupations, with a total of 42 per cent. The majority of the fathers in this category were also factory workers. The largest category chosen by the eighth-grade girls was at the professional level including "journalism," "nursing," "teaching," and "veterinary medicine." The second largest category for

TABLE VIII

LEVEL OF EIGHTH AND TWELFTH GRADE GIRLS OCCUPATIONAL CHOICES
 COMPARED TO THE OCCUPATIONAL LEVEL OF EIGHTH AND TWELFTH
 GRADE GIRLS' FATHERS AT CENTER POINT HIGH SCHOOL, 1967

	Eighth Grade				Twelfth Grade			
	Number of Student Occupational Choices	Per Cent	Occupational Level of Father	Per Cent	Number of Student Occupational Choices	Per Cent	Occupational Level of Father	Per Cent
Professional	6	32	0	0	2	8	0	0
Managerial	0	0	0	0	0	0	0	0
Clerical and Sales	5	26	0	0	10	40	5	20
Service	3	16	1	5	4	16	2	8
Agriculture	0	0	3	16	0	0	4	16
Skilled	0	0	8	42	4	16	7	28
Semi-Skilled	4	21	3	16	5	20	7	28
Unskilled	0	0	4	21	0	0	0	0
Undecided	1	5	0	0	0	0	0	0

Note: Occupations were grouped according to the listings given in the Dictionary of Occupational Titles, Vol. II (United States Department of Labor, Bureau of Employment Security, March, 1949).

eighth-grade girls' fathers was unskilled occupations, with a total of 21 per cent. This was followed by agriculture and semi-skilled, both totaling 16 per cent. The second largest occupational category for the eighth-grade girls was clerical, with a total of 26 per cent and service categories. The semi-skilled category included factory assembly-line occupations, and a total of three girls, or 16 per cent, indicated the vocation of airline hostess and were included in the service category.

The largest occupational categories for the twelfth-grade girls was skilled and semi-skilled, both with a total of 28 per cent. The largest occupational category chosen by the twelfth-grade girls was in the field of clerical work. Most were interested in becoming typists or secretaries. The third largest category for the fathers was in the clerical and sales area. The second largest categories for the twelfth-grade girls were the service and skilled fields, both totaling 16 per cent. The skilled category included occupational choices that involved factory work and, for the most part, the choice was the same occupation as their father's. A total of four girls, or 16 per cent, specified service occupations in the field of cosmetology.

In comparing Tables VII and VIII it would appear that the girls chose occupations that are not allied with their fathers. Forty per cent of the twelfth-grade girls chose

occupations in the "clerical and sales" category, a choice which might be a reflection of cultural and social values. A lower percentage of both boys and girls at the twelfth-grade level chose occupations in the professional area. This could indicate that the twelfth grade students were more realistic in their choice of occupations.

Table IX shows a comparison between the average years of education of the parents and the students involved in this report. The greatest number of students in the eighth grade had parents with ten years of education and the greatest number of twelfth grade students had parents with twelve years of education. None of the eighth-grade students felt that he would attain less than twelve years of education. There were no students in either the eighth or twelfth grades that indicated their tentative educational plans were less than high school graduation. The investigator feels that this is a reflection of the particular social class of the students and parents involved in this study. The parents, on the average, want their children to do better than they did and consequently the students are encouraged to finish high school as a minimum.

The total of eighth grade parents with less than twelve years of education was thirty-one, whereas the total of eighth grade students who indicated at least twelve years was twenty-five, with seventeen indicating more than twelve

TABLE IX

AVERAGE YEARS OF EDUCATION OF BOTH PARENTS OF THE EIGHTH AND TWELFTH GRADE STUDENTS AS COMPARED TO THE TENTATIVE NUMBER OF YEARS OF EDUCATION CHOSEN BY BOTH EIGHTH AND TWELFTH GRADE STUDENTS OF THE CENTER POINT CONSOLIDATED SCHOOL, 1967

	Six Years of Education	Eight Years of Education	Ten Years of Education	Twelve Years of Education	Thirteen Years of Education	Fourteen Years of Education	Sixteen Years of Education
Eighth Grade Parents Education	1	14	16	14	0	2	1
Twelfth Grade Parents Education	0	7	14	24	0	0	1
Eighth Grade Tentative Education*	0	0	0	21	2	10	14
Twelfth Grade Tentative Education	0	0	0	23	4	9	10

*One-eighth indicated "undecided" as to educational plans.

years of education. The total of twelfth grade parents with less than twelve years of education was twenty-one. Twenty-one twelfth grade students indicated more than twelve years of education.

Table X shows a comparison between the parents' average level of education and the tentative educational goals for both the eighth and twelfth grades. None of the students indicated that he was considering less than twelve years of education, even though many of the parents had less than twelve years of education.

The table indicates a relationship between the average number of years of education of the parents and the number of years of education the student hopes to attain. This seemed more apparent at the eighth-grade level.

Table XI shows the tentative educational goals of both eighth and twelfth-grade girls and boys and the scores the students attained on the Otis Quick Scoring Mental Ability Tests.¹ One twelfth grade boy and three twelfth grade girls, who attained scores at the 120-129 level, indicated that they would not seek training beyond high school, while one twelfth-grade girl at the 80-89 level indicated junior college as her goal. One twelfth-grade boy at the 90-99 level planned to finish college. One eighth-grade boy

¹Arthur S. Otis, Otis Quick Scoring Mental Ability Tests (Yonkers, New York: World Book Company, 1954).

TABLE X

AVERAGE YEARS OF PARENT EDUCATIONS COMPARED TO THE TENTATIVE
EDUCATIONAL GOALS OF THE EIGHTH AND TWELFTH GRADE
STUDENTS OF THE CENTER POINT CONSOLIDATED
SCHOOL, 1967

EIGHTH GRADE TENTATIVE EDUCATIONAL GOALS AND NUMBER OF STUDENTS AT EACH LEVEL			
Parents' Average Educational Level	Twelve	Fourteen	Sixteen
8	10	2	1
10	10	2	4
12	5	3	8
14	0	0	1
16	1	0	1

TWELFTH GRADE TENTATIVE EDUCATIONAL GOALS AND NUMBER OF STUDENTS AT EACH LEVEL			
Parents' Average Educational Level	Twelve	Fourteen	Sixteen
8	4	3	0
10	10	3	1
12	14	4	6
14	0	0	0
16	0	0	1

TABLE XI

A COMPARISON OF EIGHTH AND TWELFTH GRADE STUDENTS'
EDUCATIONAL GOALS WITH THE STUDENTS' SCORES ON
THE OTIS QUICK SCORING MENTAL ABILITY TESTS
AT CENTER POINT CONSOLIDATED SCHOOL, 1967

Tentative Educational Goals, Years of Schooling	Student Scores Attained on the Otis Quick Scoring Mental Ability Tests				
	80- 89	90- 99	100- 109	110- 119	120- 129
Twelfth Grade Boys					
Twelve Years	1	2	3	3	2
Fourteen Years			1	2	1
Sixteen Years		1		1	6
Twelfth Grade Girls					
Twelve Years		4	7	1	3
Fourteen Years	1	2	1	3	
Sixteen Years				2	
Eighth Grade Boys					
Twelve Years	3	4	6	5	1
Fourteen Years			2		
Sixteen Years	1			3	4
Eighth Grade Girls					
Twelve Years		2	2	3	
Fourteen Years			1	1	
Sixteen Years			3	2	3

at the 80-89 level also planned on four years of college. The majority of the tentative educational plans appeared to be realistic in terms of the scores attained. The purpose of this table was to give insight into intelligence as a factor in occupational choice.

Table XII indicates which person the eighth and twelfth-grade students felt was the greatest influence upon their choice of occupation. A large number of eighth-grade students indicated that their "parents" had had the greatest influence upon their choice. The number of twelfth-grade students indicating "parents" as the greatest influence upon their choice of occupation was relatively small. It would appear that the twelfth-grade students were moving away from parental guidance and seeking the advice and approval of their peers. The eighth-grade students on the average did not appear to be friend-oriented, as would usually be expected for this age level.

TABLE XII

STATED OCCUPATIONAL INFLUENCES UPON EIGHTH AND TWELFTH
GRADE STUDENTS AT CENTER POINT HIGH SCHOOL, 1967

	Eighth Grade			Twelfth Grade		
	Girls	Boys	Total	Girls	Boys	Total
Parents	12	13	25	2	6	8
Decided myself	5	8	13	9	6	15
Friends	2	3	5	10	3	13
Relatives, other than parents	0	5	5	3	5	8
Siblings	0	0	0	0	1	1
Teachers	0	0	0	1	0	1

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was (1) to determine the occupational choices and educational goals of the eighth and twelfth grade students of the Center Point High School, (2) to collect information pertaining to the students' parent's occupational level, and (3) to evaluate the extent to which the parental occupational level has influenced the student's occupational choice.

To accomplish this end, the investigator conducted a structured interview with each eighth and twelfth grade student pertaining to the student's occupational choice, educational plans and the parental occupation. Each student and parent occupation was grouped according to the listings in the Dictionary of Occupational Titles.

The investigator determined the influence of the parental occupation upon the student's occupational choice by comparing the student occupational choice, educational goals, curriculum followed in high school, with the occupation of the parents. The students also verbally stated which person they felt had had the greatest influence upon their occupational choice.

II. CONCLUSIONS

On the basis of the information obtained in this research and upon the literature relating to parental influence upon occupational choice, the following conclusions are presented:

1. A majority of both the eighth and twelfth grade students had made a very general choice as to the kind of training they would receive after high school.
2. Five students at the eighth grade level were undecided about occupational choice, while none of the twelfth grade students was undecided.
3. The tentative educational plans of both the eighth and twelfth grade students were for schooling more advanced than that of their parents.
4. The parents' verbal influence, rather than their occupational level, appears to have had the greatest influence upon the eighth grade students.
5. The twelfth grade boys appeared to be influenced more by the occupational level of their parents than by their parents' verbal expressions.
6. The eighth and twelfth grade girls' occupational choices differed greatly from their fathers' occupations and, on the whole, they chose occupa-

tions requiring more education than their fathers.

III. RECOMMENDATIONS

Studies of this nature should be made using a larger sampling of students at various socio-economic levels in both rural and metropolitan areas.

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APPENDICES

APPENDIX A

STRUCTURED INTERVIEW

Areas of Discussion

1. Students' Occupational Choice
2. Post High School Training
3. Parents' Occupations
4. Person or persons who students felt had exercised the greatest influence on their choice of occupation.

APPENDIX B

OCCUPATIONAL CHOICES OF THE EIGHTH GRADE BOYS AND
GIRLS AND THE OCCUPATIONS OF THEIR FATHERS

Student's Initials	Occupational Choice	Father's Occupation
1. T.N.	Carpenter	Salesman
2. R.N.	Carpenter	Sheet Metal Worker
3. K.R.	Mechanic	Service Station Operator
4. D.G.	Mechanic	Truck Driver
5. B.J.	Mechanic	Electrical Equip- ment Assembly
6. D.R.	Mechanic	Factory Worker
7. C.T.	Mechanic	Electrical Equip- ment Assembly
8. D.H.	Mechanic	Custodian
9. J.H.	Mechanic	Chiropractor
10. R.S.	Ministry	Meat Cutter
11. J.D.	Artist	Cooler Worker
12. J.T.	Athletics	Farmer
13. D.A.	Musician	Night Watchman
14. R.W.	Teacher	Plasterer
15. R.R.	Teacher	Meat Cutter
16. J.F.	Veterinary Medicine	Farmer
17. K.K.	Law	Machinist
18. D.H.	Farmer	Carpenter

Student's Initials	Occupational Choice	Father's Occupation
19. S.B.	Farmer	Electrical Equip- ment Assembly
20. T.S.	Farmer	Farmer
21. T.H.	Farmer	Farmer
22. D.J.	Farmer	Farmer
23. F.A.	Farmer	Custodian
24. D.D.	Farmer	Farmer
25. S.O.	Barber	Truck Driver
26. J.H.	Undecided	Minister
27. V.B.	Undecided	Tool and Dye Maker
28. D.C.	Undecided	Factory Worker
29. D.G.	Undecided	Truck Driver
30. J.M.	Clerical	Farmer
31. R.K.	Clerical	Farmer
32. B.R.	Clerical	Farmer
33. B.B.	Modeling	Factory Worker
34. D.B.	Modeling	Commercial Painter
35. J.H.	Factory Work	Carpenter
36. C.H.	Factory Work	Sheet Metal Worker
37. T.H.	Factory Work	Mechanic
38. M.B.	Factory Work	Factory Worker
39. C.M.	Journalism	Custodian
40. D.B.	Journalism	Mechanic

Student's Initials	Occupational Choice	Father's Occupation
41. K.D.	Nursing	Telephone Installation
42. B.S.	Teaching	Farmer
43. S.K.	Teaching	Welder
44. J.W.	Airline Hostess	Laborer
45. D.G.	Airline Hostess	Laborer
46. S.A.	Airline Hostess	Laborer
47. T.B.	Veterinary Medicine	Machinist
48. K.W.	Undecided	Factory Worker

APPENDIX C

OCCUPATIONAL CHOICES OF THE TWELFTH GRADE BOYS AND GIRLS
AND THE OCCUPATIONS OF THEIR FATHERS

Student's Initials	Occupational Choice	Father's Occupation
1. G.K.	Carpenter	Welder
2. G.W.	Carpenter	Machinist
3. G.W.	Mechanics	Meat Cutter
4. R.A.	Mechanics	Laborer
5. B.S.	Mechanics	Manager
6. S.E.	Mechanics	Farmer
7. W.A.	Mechanics	Farmer
8. A.D.	Engineering	Farmer
9. S.H.	Engineering	Farmer
10. S.G.	Law	Teacher
11. L.C.	Teaching	Factory Worker
12. G.M.	Teacher	Truck Driver
13. K.A.	Farmer	Farmer
14. B.H.	Forestry	Carpenter
15. S.B.	Factory Work	Laborer
16. H.R.	Factory Work	Mill Wright
17. G.H.	Factory Work	Farmer
18. L.H.	Factory Work	Farmer
19. D.S.	Factory Work	Heavy Equipment Operator
20. S.E.	Armed Forces	Salesman

Student's Initials	Occupational Choice	Father's Occupation
21. R.M.	Business	Truck Driver
22. D.G.	Clerical	Farmer
23. B.A.	Clerical	Machinist
24. V.B.	Clerical	Sheet Metal Worker
25. V.O.	Clerical	Realtor
26. J.B.	Clerical	Farmer
27. P.C.	Clerical	Farmer
28. L.K.	Clerical	Electronic Assembly
29. B.M.	Clerical	Laborer
30. S.R.	Clerical	Fireman-Factory
31. S.L.	Clerical	Laborer
32. F.M.	Factory Work	Factory Worker
33. S.M.	Factory Work	Custodian
34. S.R.	Factory Work	Truck Driver
35. J.R.	Factory Work	Factory Worker
36. N.W.	Waitress	Laborer
37. W.N.	Teaching	Mail Carrier
38. G.W.	Teaching	Laborer
39. J.S.	Cosmetology	Farmer
40. D.L.	Cosmetology	Salesman
41. M.S.	Cosmetology	Laborer
42. V.C.	Cosmetology	Railroad Switchman

Student's Initials	Occupational Choice	Father's Occupation
43. V.W.	Dental Technician	Custodian
44. J.T.	Dental Technician	Farmer
45. J.W.	Dental Technician	Salesman
46. E.C.	Dental Technician	Salesman